

# MAFEPD 2023

# School Improvement

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Sonja J. Robertson and Alan Burrow

[mdek12.org](https://mdek12.org)



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

June 22, 2023



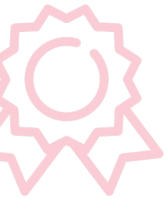
## VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



## MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

**ALL** Students Proficient and Showing Growth in All Assessed Areas



2

**EVERY** Student Graduates from High School and is Ready for College and Career



3

**EVERY** Child Has Access to a High-Quality Early Childhood Program

**EVERY** School Has Effective Teachers and Leaders

4



**EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

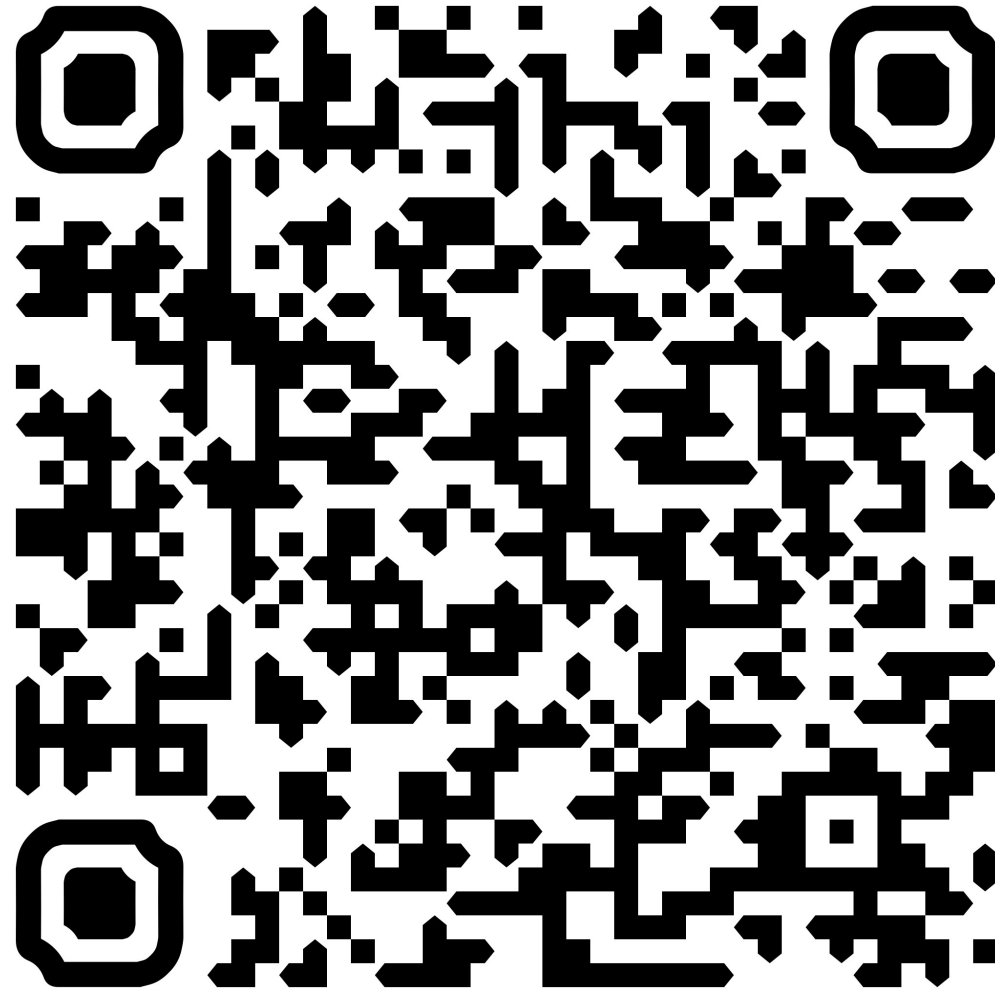
5



**EVERY** School and District is Rated “C” or Higher

6

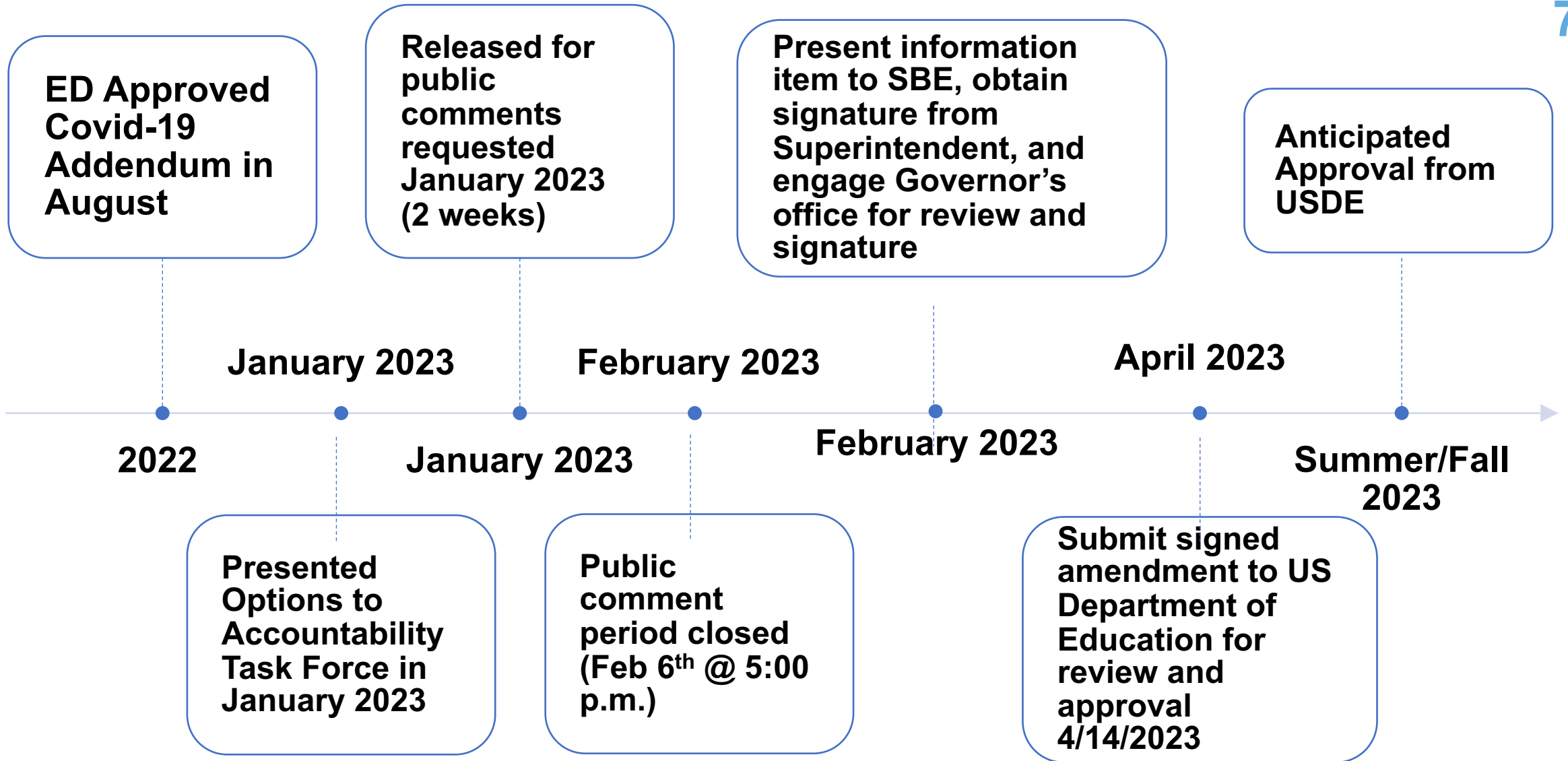




- To provide participants with updates and reminders relative to School Improvement
  - ESEA Amendment Submission
  - Identifications/Exit
  - Overview of SLAIF with Alan Burrow
  - Reminders
    - School Improvement Allocations (Period of Availability)
    - School Improvement Board Reports
    - Community Engagement Council Information
    - Monitoring
    - 2023-2024 Professional Learning

# ESEA Amendment

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- Changes required through the approved ESEA COVID-19 Addendum
- Proposed changes to the exit criteria for Targeted Support and Improvement (TSI) schools to include a growth factor
- Program changes to portions of the plan that were updated since the initial approval in 2019 (i.e., changes related to EL standards and the addition of ACT WorkKeys as a college and career-ready indicator in the accountability model)
- Minor Program changes to Title I, Part A, Part C, Part D, Title II, Part A, and Title IV, Part A



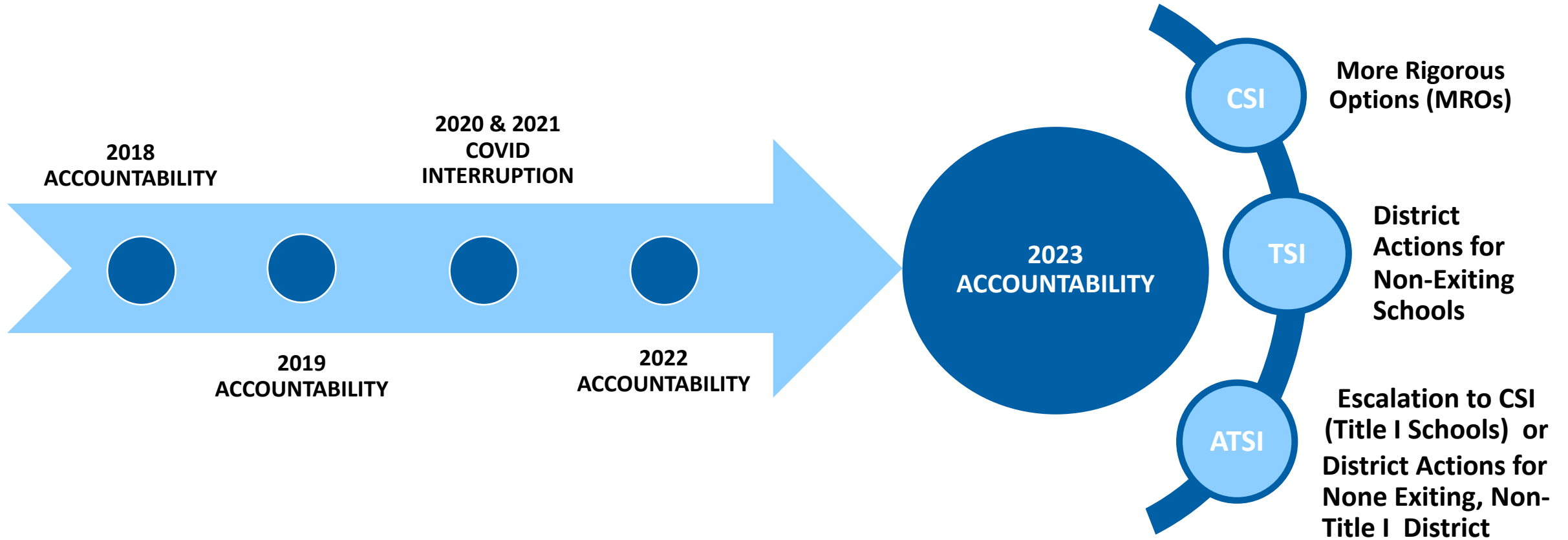
- Identification
  - Subgroup in lowest 50% of overall accountability index; AND
  - Subgroup in lowest quartile of 3-year average gap-to-goal; AND
  - Subgroup scores in lowest quartile of 3-year improvement toward gap-to-goal closure
  - Results are rank-ordered and bottom 5% are identified for TSI
- Exit
  - School no longer meets criteria for identification
  - 3-year average growth in subgroup proficiency exceeds target proficiency growth rate projected for the same statewide subgroup

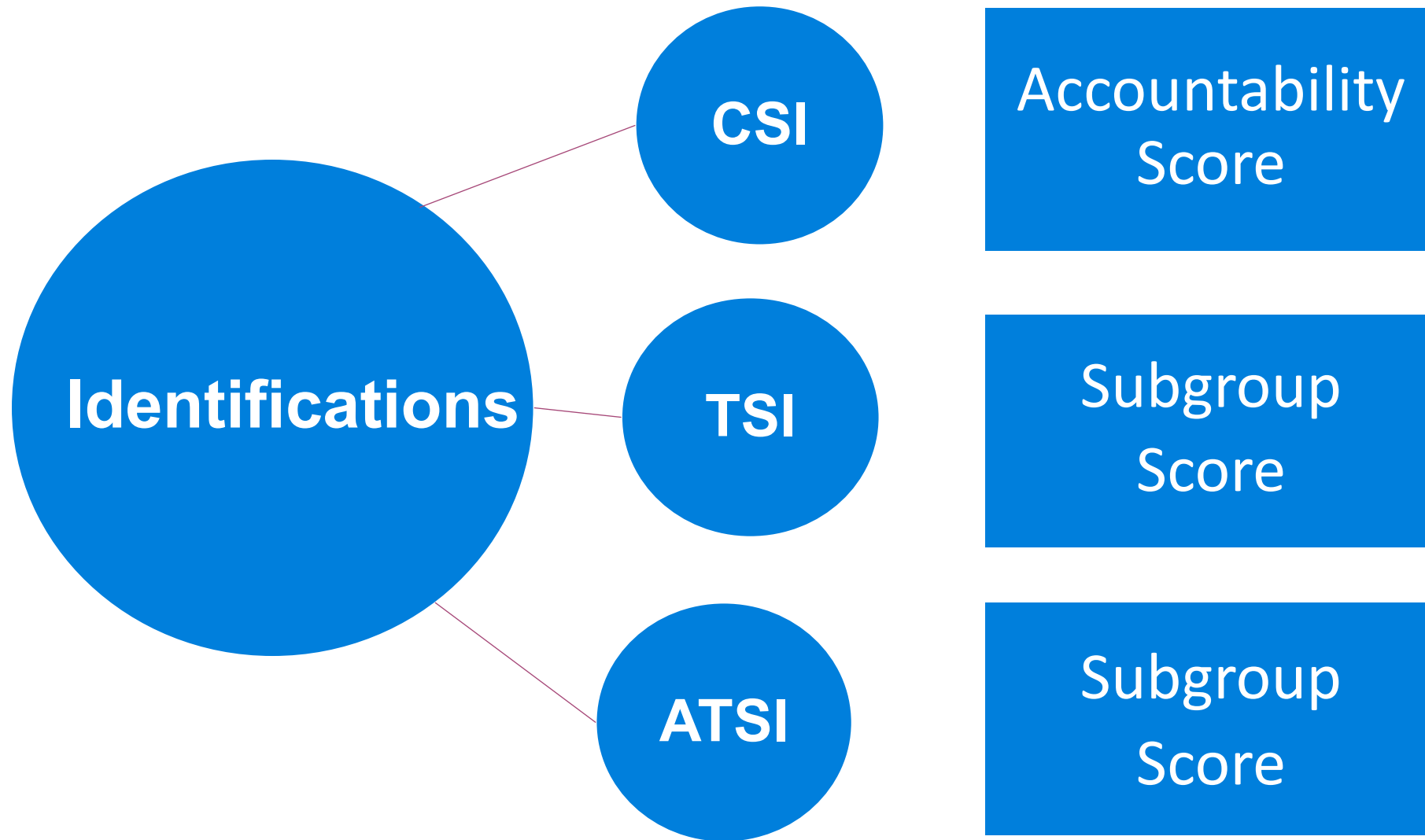
- Replace the second exit criterion – growth in subgroup proficiency – with growth score as defined in the accountability system.
- This is a more consistent definition of growth that is coherent with the principles of MDE’s system.
- By keeping the first criterion, we ensure we do not exit schools that are among the lowest performing.

<b>Exit Fall 2023</b>	<b>Exit Fall 2024</b>
Part 1: School no longer meets the criteria that led to the initial identification	Part 1: School no longer meets the criteria that led to the initial identification
Part 2a: 1- year only - 2022-2023 subgroup growth is 50 or greater in the Fall of 2023	Part 2b: 3-year average subgroup growth is 50 or greater in the Fall of 2024 (2021-2022, 2022-2023, and 2023-2024) and subsequent years

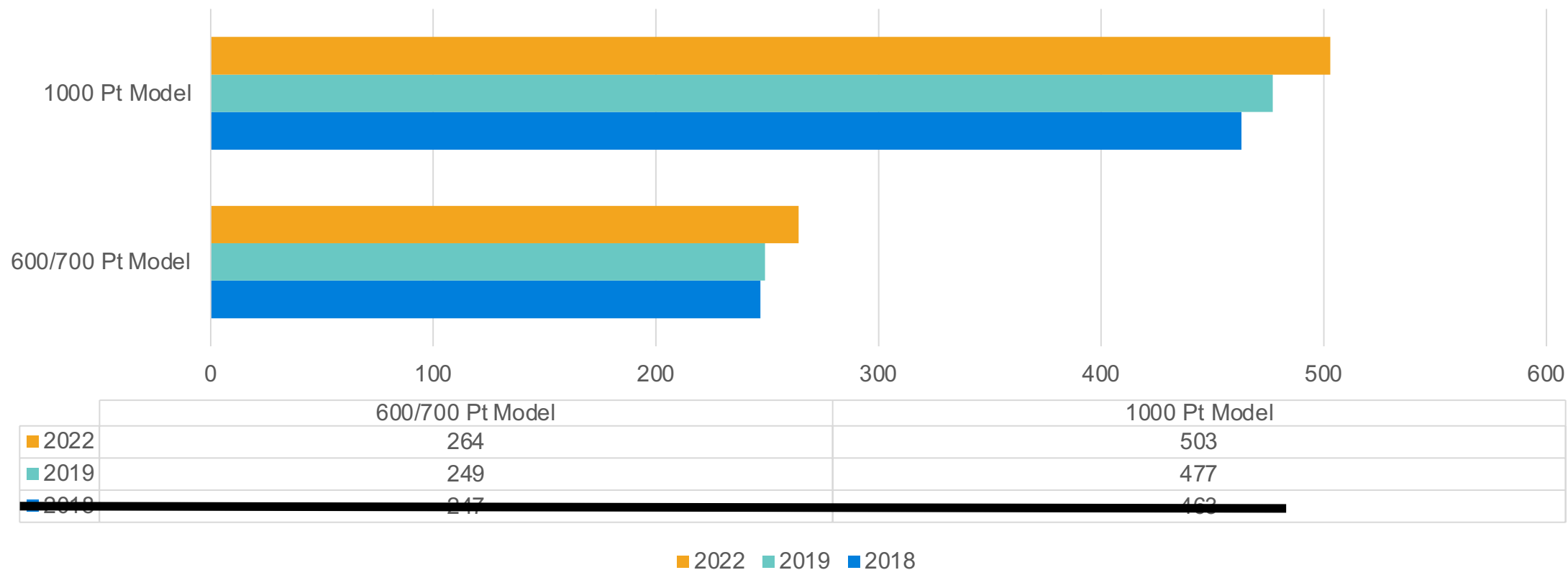
# School Improvement Reminders

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ATSI Cut-Scores ~~2018~~, 2019, & 2022



ID Year 2019-2020

- Accountability Data Year 2018-2019

ID Year 2022-2023

- Accountability Data Year 2021-2022

ID Year 2023-2024

- Accountability Data year 2022-2023



- Black
- White
- Asian
- Hispanic
- Multi-racial
- Native American
- Pacific Islander

## Racial

- Students with Disabilities (SWD)
- Economically Disadvantaged (ED)
- English Language (EL)

## Special Populations

**70%**

**Long-Term Goal  
for Each  
Subgroup**

Moving  
Toward  
70%

**10**

**N-Count for  
Subgroups**

N-  
Count

CEP

Community eligibility is included for this subgroup.

## Autism

Language/Speech  
Impairment  
Hearing Impairment  
Visual Impairment  
Deaf-Blindness  
Intellectual Disability  
Specific Learning  
Disability

Traumatic Brain Injury  
Emotional Disturbance  
Orthopedic Impairment  
Multiple Disabilities  
Developmentally  
Delayed

# Fall 2023 Identification

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## CSI- Comprehensive Support and Improvement

- Grad Rate 67% or below
- Lowest 5% Title I Schools (based on 3 years of data)
- Non-exiting Title I ATSI Schools (Fall 2023)

## TSI - Targeted Support and Improvement (Consistently Underperforming Subgroup)

- The bottom 50% of schools are identified based on subgroup scores
- The bottom 25% are then flagged for both **gap** to goal and **improvement** to goal for each subject and for each subgroup
- The schools that flag for gap and improvement in at least one subject and in at least one subgroup are rank ordered
- The bottom 5% are identified as TSI

## ATSI – Additional Targeted Support and Improvement

- Low-performing subgroup (subgroup performing like the lowest 5% of Title IA schools)
- 3-year average subgroup score is at or below the established cut score for “ALL Students” in the lowest 5% of Title IA schools

# Fall 2023 Exit

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## CSI- Comprehensive Support and Improvement

- Grad rate above 67%, or
- 3-year average performance above lowest 5% of Title IA schools, and any increase over the identification year accountability score

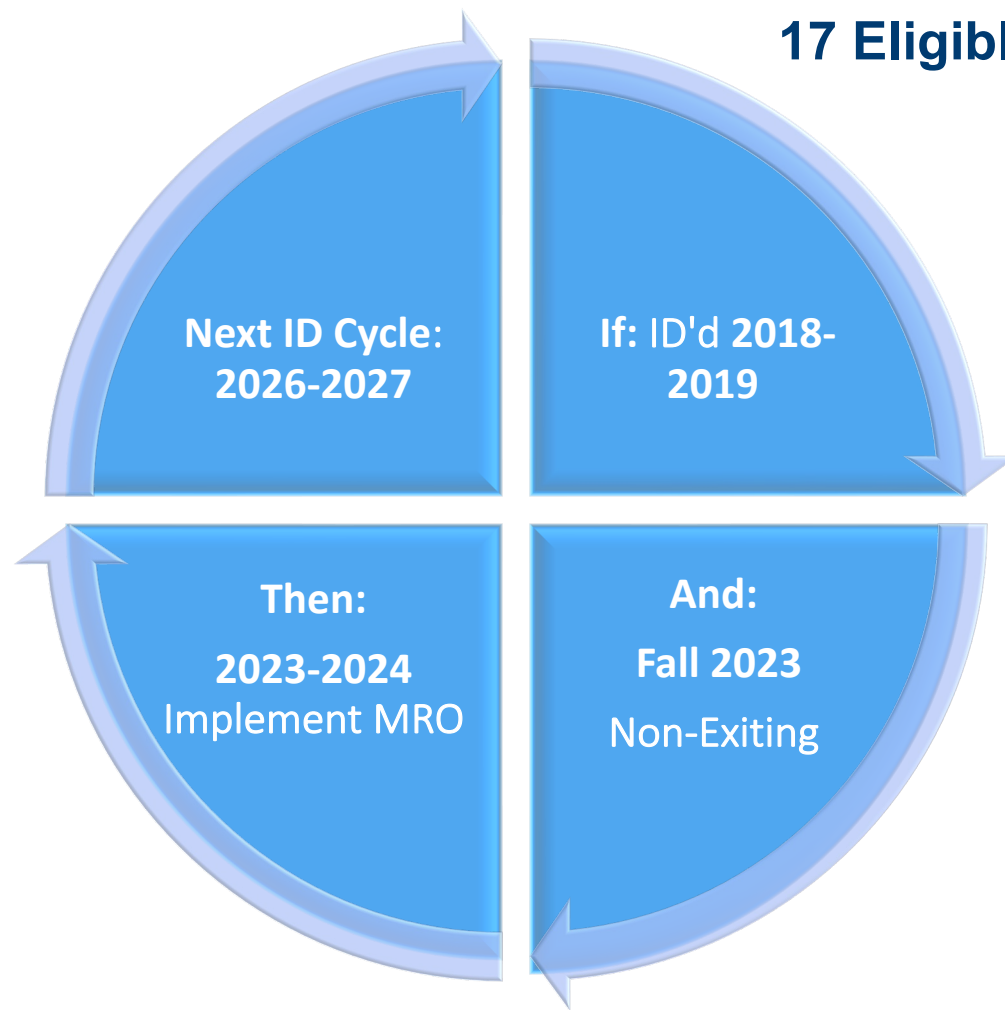
## TSI - Targeted Support and Improvement

- Does not meet identification criteria
- 3-year average growth in subgroup proficiency exceeds target proficiency growth rate projected for the same statewide subgroup

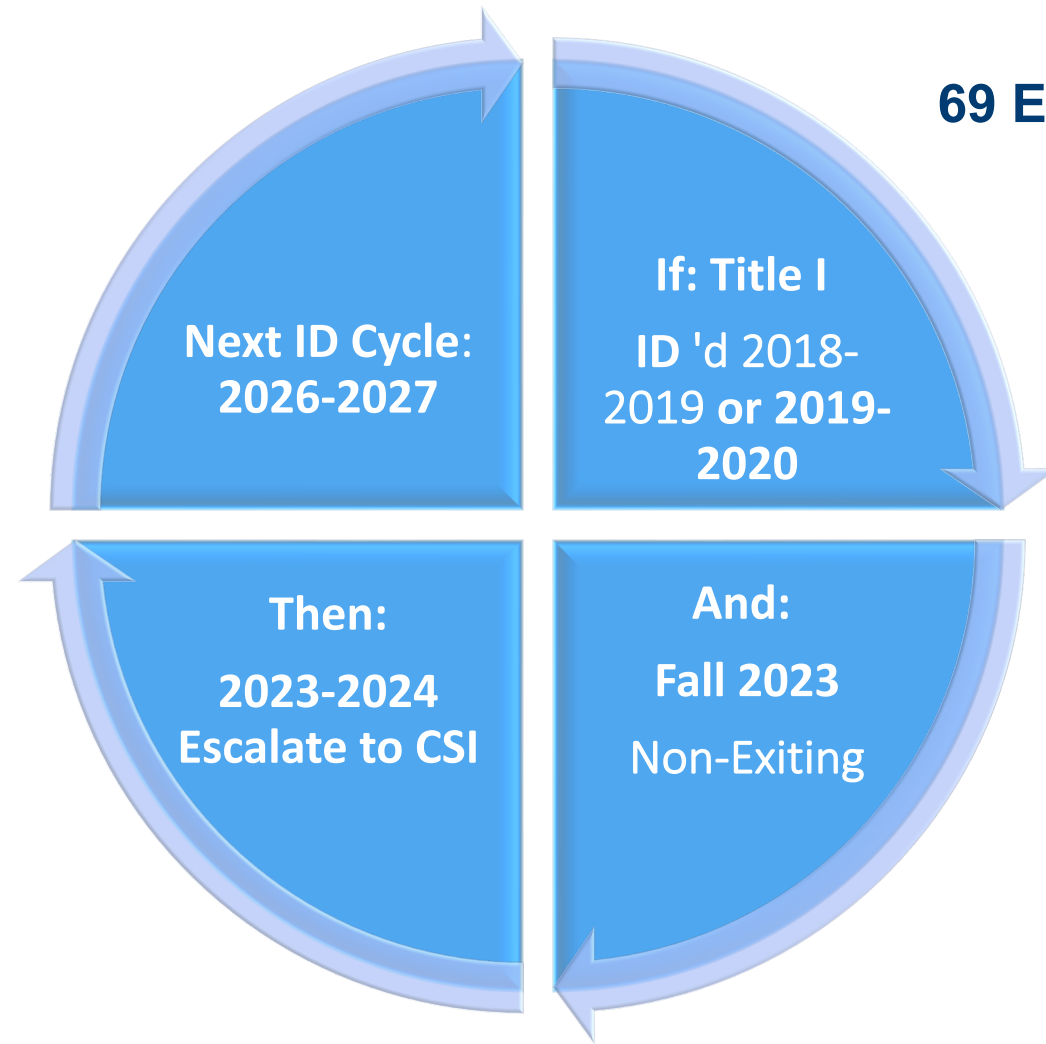
## ATSI – Additional Targeted Support and Improvement

- 3-year subgroup performance above all students in Title IA schools, **and** any increase in subgroup score – *subgroup comparison against prior year*

## 17 Eligible MRO Schools in Fall 2023



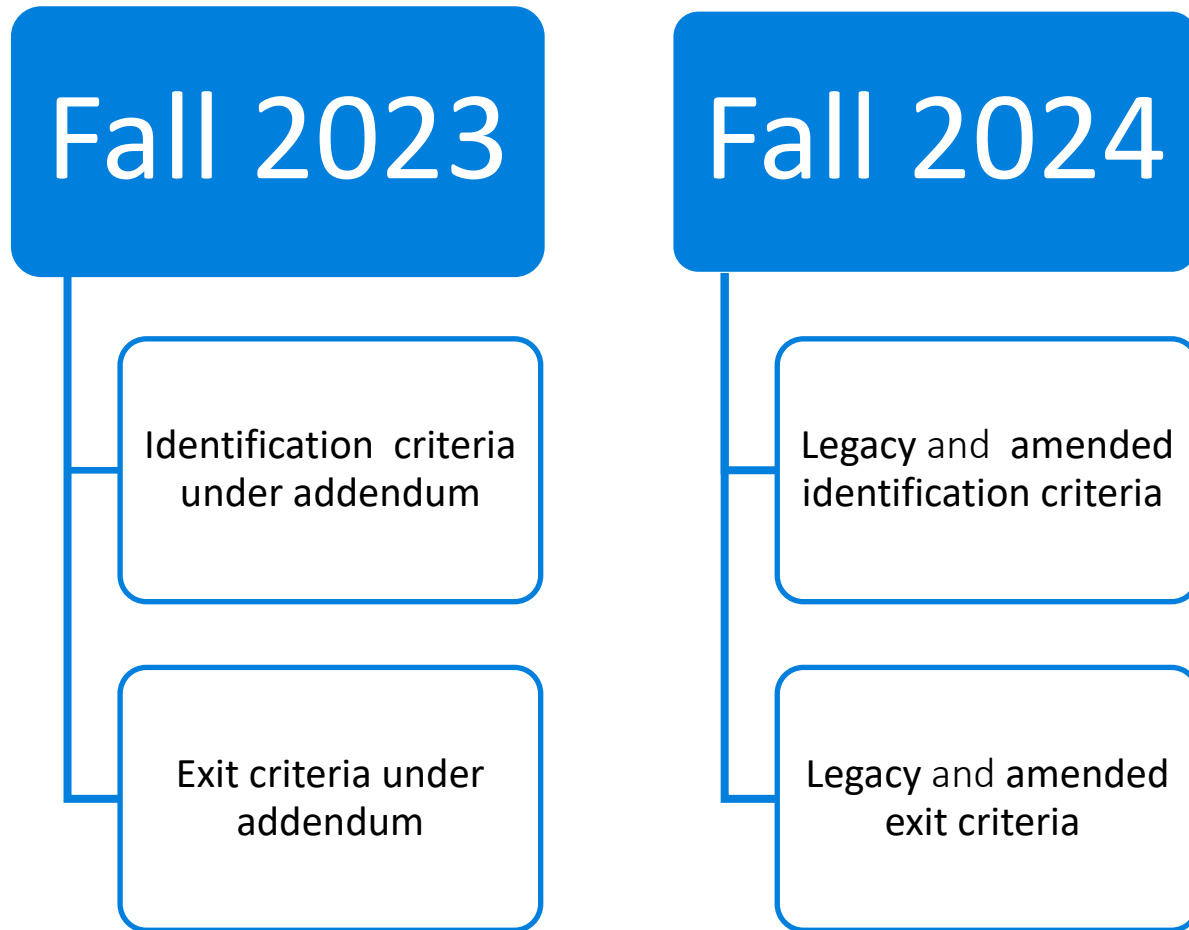
MRO – More Rigorous Options



**69 Eligible Escalation Schools**

# Beyond Fall 2023

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**Legacy - (Pre-Covid) Approved Consolidated State Plan**

**Addendum – Approved Covid-19 Waiver**

- Addendum is not long-term
- Not the same as state plan

**Amendment- Approved Amended MS Consolidated State Plan**

- ESEA Plan, as currently written, for addressing ATSI to CSI exit does not appear to allow for annual exit as previously shared.
- Methodology
  - No longer in the bottom 5%, and
  - Increase in accountability letter grade or increase in accountability letter grade that crosses over the mid-point of letter grade
- CSI exit methodology is the same ([p. 36 of MS Consolidated State Plan](#))
  - #2 Bottom 5% Title I schools and
  - #3 ATSI to CSI Title I schools

- Because ATSI to CSI is based on subgroups, the approved exit criteria is being considered for additional review to ensure appropriate alignment to the reason for the identification.
- MDE is in conversation with accountability technical advisors to share concern and potential solutions.
- Plan is to bring before accountability task force to discuss solutions during 2023-2024 and have resolved by Fall 2024.



# Questions

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# Accountability Data

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C. Alan Burrow

Executive Director, District and School Performance

- [GAP Data File](#)
- Report Card Data File
- Accountability Data File



<https://msrc.mdek12.org/>



- Some basic assumptions:
  - General knowledge of Excel
  - Sorting and filtering in Excel
  - Understanding of data inputs
- Header description reference file
- Sample SLAIF

# Updates/Reminders

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Required Information	Examples of Supporting Evidence
Date(s) communications shared about the opportunities to serve on the CEC	<ul style="list-style-type: none"> <li>• Copies of flyers</li> <li>• Screenshots of social media postings</li> <li>• Minutes from CEC meetings highlighting information shared</li> </ul>
Date(s) of CEC information sessions	<ul style="list-style-type: none"> <li>• Sign-in sheets</li> <li>• Meetings agendas</li> </ul>
Date range during which interest/nominations forms were solicited and collected	<ul style="list-style-type: none"> <li>• Copies of forms submitted by interested community members</li> </ul>
Membership list	<ul style="list-style-type: none"> <li>• Names of CEC members and roles if applicable</li> <li>• Email addresses for members</li> </ul>
Meeting calendar	<ul style="list-style-type: none"> <li>• Meeting calendar</li> </ul>
Meeting details	<ul style="list-style-type: none"> <li>• Meeting attendance sheets and agendas</li> </ul>
Date(s) of public reports from the CEC to the community	<ul style="list-style-type: none"> <li>• Reports, presentation recordings, videos, etc.</li> </ul>



Councils of Promise



Councils of Distinction





**By August 1** – Applicants should submit all materials to [cec@mdek12.org](mailto:cec@mdek12.org)



**August** – The MS Office of School Improvement will screen applicants to determine eligibility.



**August** – The independent panel of judges will use a scoring rubric to select two finalists.



**September/October** – The OSI staff will conduct a site visit to each of the finalist to learn more about their CECs.



TBD – The independent panel of judges will again review the finalists' application materials, as well as the site visit scoring rubric, to award.



Announcement **will be** made at the 2023-2024 MDE School Improvement Convening



FY21 – July 31, 2023

FY22 – July 31, 2023

**FY23 – July 7, 2023**

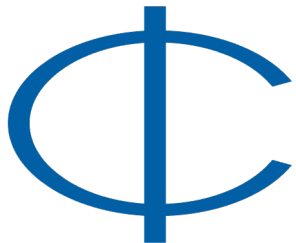
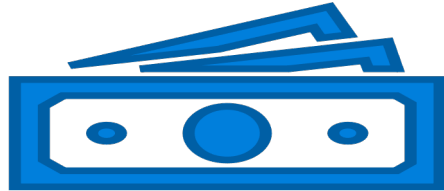
- *(for revised allocations only)*



- Only one revision form per school uploaded
- All strategies affected are selected (additions only)
- Revision reason is selected
- Fiscal year is provided
- District and school revision numbers are provided
- All signatures with dates are provided
- Funds are appropriately allocated (aligned with needs identified through the **Comprehensive Needs Assessment**)
- The *updated (12//22/22)* revision form is uploaded in the correct section (*Related Documents*)

Grant	Funding Year	Academic School Year	Obligation Date	Liquidation Date	Grant Life
1003	*2021	2020-2021	September 30, 2023	December 30, 2023	July 1, 2020 - December 30, 2023
1003	2022	2021-2022	September 30, 2023	December 30, 2023	July 1, 2021 – December 30, 2023
1003	2023	2022-2023	September 30, 2024	December 30, 2024	July 1, 2022 – December 30, 2024
1003	2024	2023-2024	September 30, 2025	December 30, 2024	July 1, 2023 - December 30, 2025

**\*Waiver received from USDE extending period of availability.**



- MDE will identify schools as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI).
- A new list of identified schools will be released
- FY24 allocations will be awarded to new list of schools based on SBE Approved Methodology
- **Currently identified schools can only receive an allocation if re-identified in Fall of 2023**

Are FY22 and FY23 funds obligated?

If school exits, are current funds sufficient to continue activities (specifically, personnel for 2023-2024)?

Is a revision needed to address data-driven shifts?

If school does not exit, how can existing funds be leveraged to support data-driven shifts?

If the school does not exit, has the school and district examined funded interventions to determine effectiveness, return on investment?

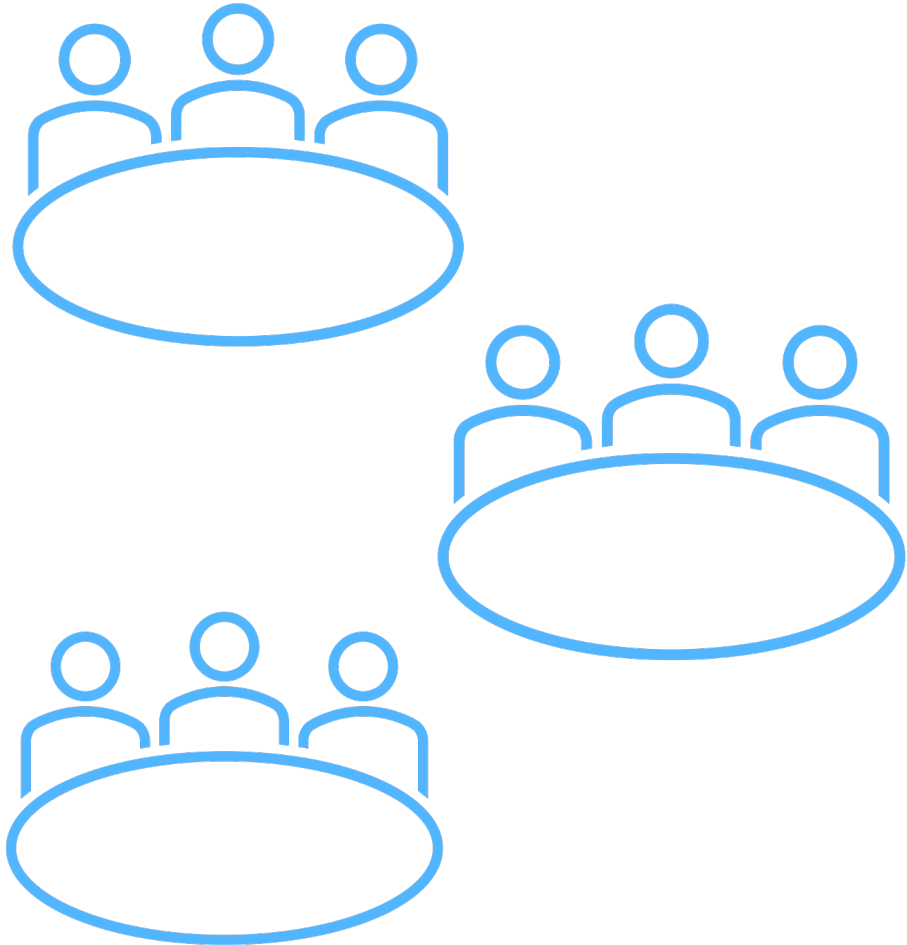


- 2022-2023 (Final Update June 2023)
- Please ensure the LEA Document Library reflects all required 2022-2023 submissions (January–June 2023)
- 2023-2024 (TBD) based on release of 2023 school improvement identifications





- 2022-2023: Concludes June 30, 2023
- 2023-2024: Planning is in Progress for Fall and Spring



# OSI Convening (Annual Conference)

**November 13 – 15, 2023**

**Hattiesburg, MS**

# Questions

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## 15. School Improvement Updates (MDE)

June 22, 2023, 1:00 PM – 2:00 PM

Location: Junior Ballroom A

Check-in opens at: 12:45 PM\*



SCAN CODE TO CHECK INTO THE SESSION

\*Check-in times are subject to change



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